EXPLORING STUDENTS’ PREFERENCES IN TAKING BACHELOR OF SECONDARY EDUCATION

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Choosing a career is the major problem faces by graduating students from secondary schools today. Decision making is a crucial factor affecting student before entering the college because of unclear decision of profession to pursue. Students have no idea about the track of their career in the future but are planning to enter college. The selection of good career and school occasionally determined on the way students recognize the world and envision their future. Most of the students do not know the path where they should go as they enter the tertiary level. This is the problem of education system today.

Teaching is one of the careers that the students may take when they reach tertiary level. Deciding to become a teacher needs great courage, as it demands responsibility, commitment and accountability to the profession. Shaping the future of our generation and nation are the main reasons in considering teaching as a noble profession. Aside from teaching, teachers have different roles in their student cumulate by the different workload of a teacher. From that concept, high school graduates have different reasons in choosing Bachelor in Secondary Education as their program in tertiary level.

The study investigated students’ preferences in taking Bachelor of Secondary Education (BSEd) and seek for student’s motivations, perceptions, interests, personality and experiences towards the teaching profession. Data were obtained from eighteen students taking Bachelor of Secondary Education who were enrolled at Bataan Peninsula State University on academic year 2016-2017, selected through two-stage random sampling- cluster and convenience sampling.
The findings of the study revealed that students have been influenced mostly by extrinsic reasons. Extrinsic factors signify to external factors that push someone in decision-making. Family background seems to have a significant influence on students’ decision in taking BSEd, the way students became aware in their family situations. Most of the student teachers came from poor family, lower educated family that lives in villages and towns compare to cities. In addition having a favorite teacher does have a significant influence on the students. Teachers brought great impacts to young minds, as students see themselves doing what the teacher did to them as a student, with that, students became inspired by the teacher they have form the past.

Somehow, intrinsic motivation is the second influential reason. Intrinsic motivations come on one’s own choice which drives one body to become a teacher. The interest and personality of the students gave a significant implication in choosing BSEd as their course. It shows that most of the students have the interests and personality which were related to teaching. Thus, students chose a career which was suited to what they like and who they are. Some students chose to be part of the teaching profession because of their passion and love for teaching.

Altruistic reason or the motivation showing eagerness to help other people and society for the betterment of nation was the least cited reason among the three because only few students have the desire to help others and the society.

Therefore, it can be concluded that most of the students in Bataan Peninsula State University- Balanga Campus taking up Bachelor in Secondary Education pursue teaching because they were extrinsically driven. The motivations mainly focus on the socio-economic status of the students. On the other hand, few students in the college have an intrinsic and altruistic motivation towards the program, such as passion and love for teaching and also eagerness to help children and nation. Lastly, the experiences of the student inside the campus affect the decision of the student in pursuing the program.
Nevertheless, teaching is the noblest profession indeed! No matter what motivations pushing the student teachers to take teacher education, they should have a clear vision in engaging their selves to the teaching profession. Most importantly, student teachers should have standards that will reflect one owns personal values, personalities, experiences and skills in deciding to pursue teacher education in life.

References:


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